

RS	LH/MM	SH/MS
<p><u>Elem:</u> Student interest inventories or surveys</p> <p>Present/introduce each other</p> <p>Cultural library in classroom unique to students’ background and interests</p> <p>Student work posted/visible</p> <p>Presentations/information connected to student interests life experiences</p> <p>Use of visuals, models, brainstorming, real-life objects/examples</p> <p><u>Secondary:</u></p> <p>Assess students’ prior knowledge (formal and informal)</p> <p>Interviews, interest inventories, observations</p> <p>Parent contacts</p> <p>Use of SST notes</p> <p>Review prior confidential records/contact previous teachers for information</p> <p>IEPs that reflect realistic goals and objectives</p> <p>Presentation/development of skills and knowledge that support strong work ethic that lead to a career or higher education</p> <p>Scaffold lessons from concrete to abstract</p> <p>Clinical teaching lessons</p> <p>Conference with parents to ascertain family life style, student interests and experiences</p> <p>Literature presented relating to concept</p> <p>Additional real life experiences (e.g.; field trips, career oriented homework, basic life skills)</p>	<p><u>Elem/Sec</u></p> <p>Evidence of the following should be visible in the classroom:</p> <ul style="list-style-type: none">▪ interest inventories▪ student work samples▪ surveys▪ past records▪ portfolios▪ oral presentations▪ visuals from students homes▪ interviews▪ autobiographies▪ sharing of beliefs▪ feelings and values▪ story telling▪ scrapbooks <p>Accessing prior knowledge by the use of quick writes, KWL charts, questioning strategies, observations, sharing real world pictures, models, diagrams, brainstorming, journals, graphic organizers, guest speakers, visuals from the students homes, sharing personal experiences</p> <p>Parent involvement through home inventories, volunteering, notes, parent conferences</p> <p>Teacher familiarizes students with his/her backgrounds and interests</p> <p>Investigates student records including cum, previous portfolios, past IEPs, etc.</p> <p>Provides opportunities for student personal preferences by having available a variety of books, tapes, magazines, technology programs, etc.</p>	<p><u>Elementary and Secondary:</u></p> <p>Evidence of Implementation and documentation</p> <p>Formal and informal assessment based on IEP</p> <ul style="list-style-type: none">▪ Individualized notebook with data sheets▪ Portfolios (Video’s, auditory tapes, photographs, work)▪ Student Profile (Student, parent, or peer)▪ Learning goals need to be presented in cumulative for each student▪ PECS system▪ ASL▪ Braille▪ Gestures▪ Primary language▪ Assistive Technology:▪ Dynamo/Dynavox▪ Switches (Big Mac, Jelly Bean) <p>Communication Boards: (photos, objects, and drawings) appropriateness as evidenced by printed materials, programs, environment (school community, team assemblies, dances), dress, teacher language, etc.</p> <p>Instructional modifications and adjustments based on student behavior</p> <p>Teacher flexibility to adjust the instructional materials</p> <p>Generate opportunities for student choice and voice</p> <p>Evidence of communication with family (noted in IEP, or parent contact log)</p> <p>Scaffold experience and generate opportunities for participation (purchasing lunch, assisting the nurse, assisting in the classroom, participation in clubs, student with special needs)</p> <p>Communication with prior teacher/ portfolio/ student file</p>

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Elem/ Sec: Identify students’ learning preferences and learning styles Frequent informal/ formal assessment of multiple intelligences Use research-based approaches to instruction SDAIE strategies Multi-sensory instruction Manipulatives Realia (real objects) Technology for instruction and reinforcement Assistive technology Graphic organizers Cornell-notes or similar type of summary for oral presentations Scaffolding and jigsawing instruction Teach to students’ strengths Vary instructional approaches: visual, auditory kinesthetic/tactile Use interactive approaches that are motivating to students Balance direct instruction with individual, small and large group instruction Environmental adaptations Utilize multi-modal, well-designed instructional approach that is organized, systematic and consistently reviews concepts and skills Use of various colors when presenting material to organize or categorize, or cue Use of books on tape, coupled with actual text to utilize higher level comprehension activities for students unable to read at grade level due to decoding deficit Direct instruction of organizational strategies, including use of software e.g.: Inspiration, Write-out-Loud etc	Elem/Sec Utilizes a variety of teaching strategies for opportunities for over learning: cooperative groups, peer support, centers, story mapping, story frames, KWL charts, journals, manipulatives, multisensory instruction, real objects, large and small group instruction, individual instruction, multiple reading strategies, word study, teacher and student directed activities, Fluency building techniques: repeated reading, student charts Assistive technology available and implemented daily: calculators, computers, books on tape, electronic dictionaries, software, etc. Accommodations could include the following: <ul style="list-style-type: none">▪ frequent breaks▪ extended time▪ shorten assignments▪ preferential seating▪ motivational charts▪ music▪ notes▪ structured outlines▪ color coded materials▪ highlighted text▪ post it notes▪ specially lined paper▪ flash cards Administer and utilize data from informal/formal inventories Teacher provides explicit instruction	Provide a wide variety of experience/activity to address individual sensory and learning modalities Individual schedules for each student Integrate areas of interest (music, technology, art, nutrition in general and special education classrooms) Assess, reflect, and adjust instruction as needed Provide a variety of strategies for instruction and practice. Buddy reading, books on tape, small group, modified general education assignments Attentiveness to primary language, (scaffolding activities, communication boards) Fluency building drills: repeated reading, student charts	Direct instruction opposed to constructivist responses preferred Independent work on lesson taught Work at appropriate pace of work that approximates student’s tolerance Teacher/Aide monitor student work Students maintain independent work on desk- Strategy explained on paper in four parts as they complete Use of substitute based on student needs Teacher-led modalities to include chants to music Consistent attendance determined by teacher Tangible review charts, token systems, posters Non-tangible systems, posted on the board at neutral times

San Diego SPED/BTSA Collaborative

Anticipating students area of difficulty with a specific concept and preteach Re-teach previously taught concepts Differentiated instruction On-going assessment drives teacher instruction: (e.g.: quick whip around classroom, pair-sharing of information) Utilize “teachable” moments to extend and enrich learning Use strategies to create visualization and verbalization in all subject areas			
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1.3 Facilitating learning experiences that promote autonomy, interaction, and choice

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<p>Elem: Provide opportunities to work with peers in paired learning, cooperative group activities, and cross-age tutoring</p> <p>Choices within the structure of their assignments</p> <p>Collaborate with general educators regarding alternative assessments</p> <p>Use self-monitoring systems (such as students recording assignment completion)</p> <p>Provide positive reinforcements for quality and completion of independent work</p> <p>Sec: Provide choice built into assignment (e.g. write an essay and student may chose characters)</p> <p>Choice built into format of assignment (e.g. power pt, video, paper)</p> <p>Student involved in planning schedule</p> <p>Real-life connections-resume writing, mock interviews</p> <p>Design instruction to include collaborative group projects including teaching and modeling co-operative group skills, which are built into grading structure</p> <p>Use timer to help model and guide both teacher and students.</p> <p>Build points earned for bringing needed materials to class daily on-task behavior and appropriate social behavior into grades</p> <p>Teacher plans and prepares needed materials and teaches strategies for distribution of use.</p>	<p><u>Elem/Sec</u></p> <p>Posting of:</p> <ul style="list-style-type: none">▪ Student-generated rules▪ Structured classroom schedule▪ Homework assignments▪ Classroom jobs▪ Motivational charts <p>Student chosen work displayed and entered in portfolios</p> <p>Student participation in their conferences and IEP goals</p> <p>Activity choices are presented</p> <p>Student centers</p> <p>Readers and writers workshop, literature circles</p> <p>Real life connections-- mock interviews, resume writing, money skills</p> <p>Study techniques and time management skills taught.</p> <p>Calendar/student planner modeled and utilized</p> <p>Daily task sheets and sign off sheet</p> <p>Use of community building activities and programs (e.g. Tribes, Life skills, DARE, Lions Quest)</p> <p>Cooperative learning groups</p> <p>Study buddies</p> <p>Problem solving strategies</p> <p>Training and use of paraprofessionals to support learning experiences</p> <p>Teaching and using techniques (paraphrasing, closure methods, mneumonics, note-taking strategies, writer's workshop)</p> <p>Evidence of mainstreaming/reverse mainstreaming.</p> <p>Empower students to be aware of and utilize their own learning styles through the use of multiple intelligence wheel</p>	<p>In a special day class setting in general education classroom setting:</p> <p>Allow for individual space e.g. for instructional materials, notebook, equipment</p> <p>Reciprocal communication –allow student response</p> <p>Follow through with choices</p> <p>Have more than one activity available</p> <p>Enough time to experience/participate in choice or activity</p> <p>Evidence of a positive plan to support behavior: communication log on behavior, reward system, frequent breaks</p> <p>Facilitate group interaction with general education students (collaborative and outside the classroom):</p> <ul style="list-style-type: none">▪ office jobs▪ cross age tutors▪ after school activities▪ summer school, camps, clubs <p>general education classrooms (language, history, science, math, foreign language)</p> <p>Help students make decisions about time and materials during Learning Experiences</p> <ul style="list-style-type: none">▪ visual schedule▪ timer visual and auditory▪ work system for materials▪ color coding materials▪ work stations▪ pictures

1.4 Engaging students in problem solving, critical thinking and other activities that

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Elem: Use of questioning techniques Preview and review techniques, opportunities to make predictions Encourage concrete representations of word problems Use of visuals and hands-on activities Use real and simulated experiences to build background knowledge; use role-playing Collaborate and share with classroom teachers Sec: encourage students to make real-world connections Socratic seminars Teach students to plan-learn-reflect-apply on work Ask questions which encourage higher levels of thought-not yes or no Teach study skills strategies and share them with regular education teacher for reinforcement Conceptualize the lesson Make real world connections Develop graphic organizers/charts Bloom’s taxonomy Real objects/real world situations Provide enriching experiences (e.g., field trips, guest speakers, technology)	Elem/Sec Utilizes questioning techniques, including opportunities to make predictions; preview and review techniques, Clarifying techniques, and higher level questioning Encourages and models concrete representations of word problems Uses visuals and hands-on activities Collaborates and shares with classroom teachers Real and simulated experiences to build background knowledge Role-playing Creates classroom activities that promote student critical thinking, (e.g. Design and create an animal that would live on another planet and explain why)	For Elementary and Secondary: Concrete representations Real life situations Role-play Social interactions Hands on activities Video and audio feedback and instruction Real life objects and examples Individual adaptations for projects	Make e meanin applic as mea share, allow s project their le Use pr techni classro situatio Encour resolut commu classro

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Elem: Class meetings Debriefing sessions following group work; Student-teacher conferencing; student-led parent-teacher conferences Direct instruction in reflection techniques Support regular ed programs in student choice activities Sec: Students participate in development of IEP and ITP goals and periodic review Student use of rubrics to make decisions about their own work performance Teach and encourage the use of self-advocacy skills and strategies in a variety of settings Teachers/employer/ parent conferences about needed modifications Contact appropriate personnel to assist with ITP goals of secondary education, work place, living needs etc. Defined methods for (self-) monitoring on-task behavior	Elem/Sec Debriefing sessions following group work Student-teacher conferencing Student-led parent-teacher conferences, Direct instruction in reflection techniques, Student and teacher generated rubrics Student critique of books read and writing assignments Students are encouraged to share their work for reflections by peers and teacherpartner collaboration and reflection Projects that include step by step deadlines	For Elementary and Secondary: Student participation in the IEP process Provide learning cues and fade out as skill is learned such as: Requesting needs (headphones for auditory input, a break from the activity) Collecting data on own behavior Self monitoring own behavior Self rewarding good behavior Making choices

CREATING and MAINTAINING EFFECTIVE ENVIRONMENTS FOR
2.1 Creating a physical environment that engages all stu

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Elem: Appropriate furniture, especially with regard to children with physical handicaps Small and whole group design Whiteboards/chalkboards Adequate space allocation, heating and lighting, as in general education, and in compliance with the law Quiet areas with minimum of distractions; Areas in general ed classroom for specialist to work with students; Print-rich environment Display of student work Access to, reference, and support materials and core curriculum Standard supplies Evidence of teacher knowledge of students' individual health, physical, and medical needs Sec: Seating of students facilitates ability to access instruction and availability for teacher proximity Particular attention to those students with visual and attn. Difficulties Teacher checks in with students to check works, re-direct off task behavior, answer questions, direct one-on-one instruction. Resource materials for student use and textbook(s) from student's General Ed. Classes Necessary materials for task completions e.g. markers, calculators, computers, almanac, spell checkers, word processor, dictionaries, and technology	<u>Elem:</u> Environment arranged to accommodate individual, small group and large group interaction according to individual needs and handicapping conditions. K-3: carpet area, learning centers, and areas for direct instructions. 3-6: Individual work, direct instruction, and large group work areas Students have access to appropriate developmental/grade level materials, supplies, curriculum, technology to include hardware and software. Classroom is safe and clean <u>Secondary:</u> Smaller class sizes Furniture arrangements allow for accessibility (wheelchair, aides, etc.) Furniture is selected and arranged for larger working surfaces, individual work or group work Pathways to the materials, directions for appropriate use of materials need to be planned for and communicated Print rich environment (rules, process, procedures, student work and model work) Learning centers Flexible grouping changed often Special space created for conflict resolution Personal space is created for each student Specialized instructional materials are used Accommodations are made for l.d. with alternative materials, supplies, motivational alternatives (e.g. materials other than pencil/paper for writing), color coding Individual graphs are posted Rubrics Direct instruction on respect and be responsible for other people and property	Elem/Sec: Clear pathways -- equipment ac Visual modalities to define area (PECS, photographs, pictures, Braille) Schedules paired with pictures Word wall paired with pictures Representation of different lang Room structured to allow recipi contact with peers, staff, volunt Lowered book cases for increas visibility Students with wheelchairs activ engaged with other students in physical proximity Visual contact with the environ (e.g.posters/work displayed at s levelwork displayed in primary cultures) Seating and table accommodati the individual physical characte each individual child (e.g. posit chair non stick surface for pape Displays of student work Daily schedule Classroom job chart Posted fire drill procedure for e Confidential health and safety p made available in a separate fol lifting, seizures, toileting, speci accommodations for fire drills)

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Elem: Consistency Accountability structures (sign-off sheets; daily task sheets) Student of the Week Posted classroom standards and school rules Positive reward system Promoting fairness as getting what one needs v. everyone getting the same Teacher modeling and reinforcement Students display awareness of need to show respect as a valued part of a group, class, school, and community Effective literature examples and role models to demonstrate expected social skills concepts Availability/awareness of activities which promote student participation in group, class, school, and community goals Teacher consistently reinforces effective practices and student behaviors with positive reinforcement Sec: Establish a classroom with structure and consistency based on the individual needs of the students and the IEP goals and objectives. Positive rewards and consequences. Consequences that are appropriate related to the infraction and administered as soon as possible	Elem/Sec Social skills instruction Models and cues appropriate social behavior at natural occurring opportunities Consistent positive reinforcement and appropriate classroom management strategies Children taking appropriate risks to be creative/successful. Models and promotes conversations in which the student's challenges, strengths and needs are shared Posts standards for behavior Engages students in accountable talk/ active listening skills Differentiates curriculum and/or expectations for the needs of each student who is recognized and accepted by the other students Utilizes consequential behavior system Promotes fairness as getting what one needs vs. everyone getting the same	For Elementary and Secondary: Ability awareness in the school community through role playing, literature, parent participation, staff and community education, positive conversations in the staff lounge People first language/appropriate use of labels (a student <u>with</u> disabilities) Circle of friends Social story Age appropriate buddy Accommodations for personal care which reflect individual dignity and respect—toileting (privacy area, use of an appropriate bathroom), eating (appropriate dining etiquette), dressing Positive behavior supports Curriculum and activities promote age appropriate independence (e.g. punching in lunch number, access to core curriculum)	Mod prom resp (e.g. Vari inter expe simu Prom one samo Und inap equi need Staff inter 1 co Use that poin the b them Wor resp stud to pr clim

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Elem: Reward system (individual and group); partner learning (cross-age tutoring; peer partners); Ask-A-Friend process for answering student questions; Direct modeling, role-playing, explicit instruction; Teacher counseling; Sec: Utilize students expertise in the form of peer tutoring, peer mediation, role playing Positive reinforcement management system Standards for group interactions Appropriate personal and group responsibilities	Accountable Talk/ Active Listening skills would be engaged Flexible grouping is changed as necessary, based on frequent assessments Tasks are planned so that the students can experience success by focusing on the student strengths Cooperative learning experiences Long term and short term learning standards are evidenced through task lists/direction, standard posters, daily goals Student involvement in the routines of the day such as attendance taking, passing out and collecting folders or materials Establish individual and group goals Social skills curriculum Students use step-by-step process to develop social skills and solve problems	For Elementary and Secondary: Evidence of communication modalities such as: sign language, technology Evidence of students engaged with age appropriate peers (assemblies, general education classes, extra curricular classes) Evidence of student following social norms raising hand, taking turns, following classroom rules, initiating conversation, appropriate greetings-hand shaking vs. hugs Evidence of reciprocal student interaction (honoring choices)	Teacher language students Provided student compliance Provided for student small group Provided day's routine to active progress Promoted a community response behavior

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<p>Elem: Post collaboratively developed class rules that promote positive behavior;</p> <p>Token economy systems (with long and short-range group and individual rewards);</p> <p>Consistent teacher responses behaviors of ALL children;</p> <p>Highlight, model, explain and expect positive/appropriate behaviors;</p> <p>Individualized systematic behavior management systems (contracts, merit system, graphs, etc.)</p> <p>Consult with general educators regarding specific limitations and issues affecting students' behaviors in general education classroom, and how to best accommodate for those unique differences;</p> <p>Parents involved in behavior management systems at home and in classroom</p> <p>Sec: Teacher will develop and implement behavior management system:</p> <p>Posted classroom rules- no more than five--written positively</p> <p>Posted rewards and consequences</p> <p>Students will be able to articulated expected behaviors</p> <p>Parents informed of behavior management system</p>	<p>Student involvement in discussion around the importance of the behavior rules and learning standards</p> <p>Parent involvement through frequent, regular contact evidenced through phone logs, weekly folders home, file of communication, notes to parents on planner</p> <p>Allot Time in the day for resolving issues or conflicts as they arise</p> <p>Post and consistently reinforce positive adherence to class and school rules</p>	<p>For Elementary and Secondary:</p> <p>Evidence of Positive Behavior Support:</p> <ul style="list-style-type: none">▪ Teacher praise▪ Rewards and consequences▪ Rules posted▪ Students involved in rule making▪ Teaching/reteaching/practicin g▪ procedures▪ Visual cues for procedures▪ Teacher prompts▪ Allow for individual needs▪ System for parental contact and communication▪ Daily/weekly behavior report▪ Contact log▪ Home/school notebook <p><i>Hughes Bill: Demonstrate procedures and protocol for current law (prohibits use of aversives)</i></p>	<p>Initial phone contact with p procedures as well as posit</p> <p>Phone log to include date, conversation- one per stud</p> <p>Classroom behavior expect language</p> <p>Staff uses a minimum of 4 correction</p> <p>Daily behavior charted, rei in writing (daily report form day for points towards that</p> <p>Behavior management syst place and posted</p> <p>Assigned seating clearly la</p> <p>Use of tangible and non-ta</p> <p>Stress reduction/relaxation utilize techniques- for exar</p> <p>Frequent practice of transit</p> <p>Consitent routine- preparat given several times and we</p> <p>Physical restraints to be do Hughes Bills</p> <p>Staff dresses with consider physical interventions. For shoes, hair back, no dangli</p>

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Elem: Predictable routines established Practice of transitions Teacher prepared prior to children’s arrival with available activities and lessons. Established system for home-school communication Show, demonstrate, display step by step process from creation to completed product Procedure for students to access necessary supplies, materials, and reference items. Teach procedures: Entering classroom Getting ready to work Handing in papers Lining up Clean up and return items to correct area Sec: Teachers will have in place systems for classroom management of daily procedures needed for effectively run classroom (e.g.: Agenda posted for each class) Consistent procedure for collection and distribution of materials Clear step –by-step instructions which facilitate smooth transitions Post daily schedule of classes and times Posted homework assignments Syllabus	Daily schedules, rules, and/or routine be created with individual needs in mind, posted and reviewed. Students involved in development of classroom rules, consequences, and rewards Consistently model and reinforce appropriate behavior Positively reinforce behavior directed toward self –directed learning. Ongoing formal and informal assessment of procedures and rules to meet student individual needs. Evidence of expectations of paraprofessional in classroom procedures and routines. Secondary: Student organizers, agendas, or planners Routines and evidence for interaction with agencies within the school for student's needs (nurse, psychologist) Individual student schedule of meds or routine is posted on the student desk Homework assignments are posted	For Elementary and Secondary: Evidence of IEP driving instructional minutes Schedules posted (staff, paraprofessional, student, class) Evidence of materials that relate to IEP goals Transitions that accommodate individual needs (auditory and visual cues, paraprofessional assist with facilitation of transitions) Students and staff on task and engaged in the scheduled instructional activity Individual and whole group schedules should be visible in various communication modalities Differentiation of procedures and routines as shown by adaptation Model and reinforce appropriate behaviors and procedures Wide variety of positive reinforcers Planned ignoring Involve students in the decision making process

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Elem: Well defined and refined schedule of responsibilities for the classroom aide(s) that are specifically tied to interaction with students as opposed to administrative tasks	Evidence and use of schedule to meet needs of individual students.	For Elementary and Middle School
RS schedules coordinated with general education schedules (so that students are not missing core instruction)	Evidence of use of appropriate transition strategies by students.	Evidence that IEP goals are met through instructional minutes
Instructional time designed so IEP goals and objectives are the central focus of time spent in RSP. Maximum use of direct instruction, followed by guided practice and independent work.	Ability to adjust instructional time/materials to meet individual needs; paper pencil, hands-on, sensory-motor, demonstrations, etc.	Transitions with reasonable time
Sec: Pace of instruction reflects students abilities	Scheduled time for daily managerial and administrative tasks.	System to monitor movement out of class
Teach bell-to-bell	Secondary: Well defined and refined schedule of responsibilities for the classroom aide(s) that are specifically tied to interaction with students as opposed to administrative tasks	Schedules posted (for students, paraprofessionals, and class)
Responses/minute and altering according to material	Meeting are planned between the Teacher and the Aide(s) to communicate the specific learning goals for the planned curriculum activity(ies)	Evidence of materials relate to IEP goals
Planning for embedded problems within the lesson (e.g. inappropriate format, ambiguous wording)	Planning for flexibility within the plan	Transitions that accommodate individual needs (auditory and visual cues, paraprofessional assistance, facilitation of transitions)
Use of high success tasks	Differentiated activities within the same class period	Students and staff engaged in the scheduled instructional activity
Use of regularly repeated assessment to check that students are continuing to progress.	Transitions are well defined, well communicated, projected and followed	
Collect data to determine effectiveness of instruction	Time and plans are modified so that students may complete tasks or assessments	
	Teacher addresses the student 1:1 to discuss formative assessment	
	Prompts and cues are used for transitions, routines and learning goals	

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<p>Elem: Assess students’ prior knowledge (formal and informal)</p> <p>Interviews, interest inventories, observations</p> <p>Parent contacts</p> <p>Use of SST notes; review prior confidential records; contact previous teachers for information;</p> <p>IEPs developed that reflect realistic goals and objectives</p> <p>Aware of and informed about different linguistic, ethnic, and cultural groups, areas of exceptionality, and socio-economic groups represented in the class, and adapt and accommodate teaching and learning accordingly (e.g. including family cultures in curriculum activities, guest speakers, selected units of study, writing experiences that draw on backgrounds - journals, diaries, creative stories with illustrations)</p> <p>Literature choices that are culturally sensitive and parallel the make-up of the class/school/community</p> <p>Sec: Students’ IEPs and recent psychological information to gain info on disability info and goals etc. are reflected in lesson plans</p> <p>Student interest inventories or surveys</p> <p>Presentation or collage that has student introduce themselves or peer</p> <p>Cultural library in classroom unique to students</p> <p>Student work posted</p> <p>Teaching connected to students’ interests and life experiences</p> <p><i>Fluency building strategies</i></p>	<p>Elem/Sec</p> <p>Consider developmental and linguistic needs of individual students when planning lessons, focusing on background knowledge, interests, and learning needs.</p> <p>Provide experiences that expose students to their community and a variety of cultural backgrounds.</p> <p>Community speakers, businesses and organizations</p> <p>Parent volunteers</p> <p>Visuals and real objects</p> <p>Form letters available in appropriate languages</p> <p>Students sharing cultures</p> <p>Creating the background experience and recognizing the prerequisite for planned activities</p> <p>IEP used to drive the curriculum with respect to students’ backgrounds</p> <p>Evidence that Academic standards are the underlying long-term focus while balancing the need for daily modifications of the learning process</p>	<p>For Elementary and Secondary:</p> <p>Evidence that IEP drives instructional minutes</p> <p>IEP goals are based on student needs/assessment results/interests/parent concerns</p> <p>Teacher knowledge of cognitive and linguistic evidenced in planning and instruction.</p> <p>Design activities that promote language development</p> <p>Opportunities to request choices (restaurant/cafe)</p> <p>Requests using verbal language, sign-language, gestures, primary language, voice output devices “I want, I need”</p> <p>Social interactions (hello, goodbye, how are you)</p> <p>Recognize students need (individual position of class)</p> <p>Access to core curriculum</p> <p>Use knowledge about students lives’ and their families and communities to inform planning of core curriculum/instruction/IEP goals</p> <p>Class schedule identifying opportunities to meet</p> <p>Notebooks and data logs</p> <p>Communication with parents</p> <p>Working with other service providers, and general education teachers</p>

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Elem: Link assessment and present levels of performance to goals and objectives of IEP Sec: Short and long term goals for student learning reflect IEP goals and state standards Design activities which include all students: Each member of group has assigned task Student line-up activity by opinion, t-party, games shows, Give information; stop have students share in pairs Expectations are set to challenge students to grow to the next level-with self-evaluation Describes purpose for assignment/seatwork/ Homework CBA: Test materials developed by the teacher based on a task analysis of the curriculum CBM strategies: use of a system that repeatedly tests entire curricular domain rather than subskills Use of regularly repeated assessment to check that students are continuing to progress.	IEP goals and benchmarks Elem/Sec Determine students’ present levels of performance/baseline skills from assessment data Obtainable and realistic individual goals designed, based on learning and social needs for instruction aligned with the state standards Students’ active participation in the IEP process as appropriate Individual learning goals established that address all students’ languages, experiences, home and school expectations. Maintain documentation of progress for goals/objectives <i>Utilize CBA and CBM approaches:</i> Share and celebrate students’ achievements of their objectives Explanation of next benchmark towards their goal Chart students’ progress or students chart own progress Instructional strategies tailored to meet the students’ goals examples: access prior knowledge, KWL charts, think/pair/share	Short and long term goals for student learning Posted schedule incorporating opportunities to meet IEP goals Examples of task analysis Notebooks and data logs Communication with parents Working with other service providers “I want you to be able to...” Clear communication—minimum of jargon IEP drives instruction

4.3 Developing and sequencing instructional activities and materials

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Elem: Task analysis of academic, prevocational, and behavioral areas of needs of each student Align instruction with the Core Curriculum and supplementary curriculum (such as Project Read, Zoophonics, Touch Phonics, Edmark); Supplement Core Curriculum with technology that includes pre- and post (formative and summative) assessment and branching activities; Seek district and/or SELPA personnel with knowledge of available software, including alternative reading, writing, and math programs Use of high success tasks Gains students’ attention before starting lesson Model—prompt—model Oral, written and signal responses elicited Guided practice provided Checks for understanding and proceeds or reteaches Teaches for fluency and automaticity <u>Sec:</u> Frequently assess student’s needs and reteach if necessary or modify future activities Frequently reteach important facts needed for student to retain: Take large body of information- isolate key elements to reinforce basic skills Adapt materials to meet the unique needs of students (e.g.: audiotapes, videos, adapted texts, copies of teacher overheads, notes from instructor or capable students etc. Content summarization Main idea identification Collect data to determine effectiveness of instruction	Posted daily schedule Complete and detailed instructional plans are followed and implemented Adapt grade level materials and accommodations to match student needs. Direct instruction Manipulatives Concrete, visual activities Implement scope and sequence of text Utilize programs that are research based e.g. Project Read, Reading Mastery, Zoophonics, Mathland, Computer Programs, etc. Combine programs that general education uses with programs designed for SPED (PAWS and Jackson, STAR and Skillstreaming) Provide lots of opportunities for over learning Build a program that has a spiral of learning, revisiting previously taught concepts very frequently, (e.g., Mountain Math, Excel)	Posted schedule Developmentally/ appropriate materials Instruction based on informal and formal ongoing assessments Adapting materials and curriculum Template Adaptive devices and materials Individualized student schedules Modifying core curriculum to meet individualized needs Integrating assistive technology as appropriate Opportunities provided for skill generalization across environments

RS	LH/MM	SH/MS
<p>Elem: Collaboratively develop with IEP team members (parents, classroom teachers, administrators, etc.)</p> <p>Appropriate goals and objectives for IEPs based on students’ present levels of performance and assessment results;</p> <p>Develop goals and objectives for teaching units, and lesson plans that reflect curriculum standards, students’ interests, and students’ needs;</p> <p>Coordinate planning with regular ed teachers</p> <p>Aim goals towards fluency development</p> <p>Corrective feedback and reinforcement in the areas of rate of student response and ratio of positive feedback</p> <p>Sec: Be familiar with subject matter being taught and attend grade level/subject area meetings. Meet to plan and/or coordinate units of study or curriculum.</p> <p>Visit classrooms of exemplary teachers in the content area</p> <p>Maintain open communication with Gen Ed teachers in the content areas to coordinate use of resources by: attending social events, e-mail, thank-you notes, insuring all gen. Ed teachers have a student profile of information which is up to date</p> <p>CBA: Test materials developed by the teacher based on a task analysis of the curriculum</p> <p>Pretest before instruction to determine students’ level of competence</p> <p>CBM strategies: use of a system that repeatedly tests entire curricular domain rather than subskills</p> <p>Use of regularly repeated assessment to check that students are continuing to progress.</p> <p>Collect data to determine effectiveness of instruction</p>	<p>IEP goals and objectives.</p> <p>Developing an appropriate IEP addressing all of the requirements of an IEP as outlined in the Fed. Law.</p> <p>Frequent informal assessments (reading, math, writing) to track progress.</p> <p>Make goals that are somewhat challenging, however attainable, meaningful, relevant to each student (IEP and lessons).</p> <p>Individualized instruction (variations of the same task that include different outcomes, giving instructions, length of time and task, etc)</p> <p>Secondary:</p> <p>Reminder list for the teacher to be sure that the IEP goals are incorporated into the daily lesson plans and over reaching unit plans</p> <p>Evidence of instructional pacing for diploma and non-diploma bound students</p> <p>Student articulation of vocational/ life/ career goals in concert with educational goals</p>	<p>IEP goals</p> <p>Interactions with support services</p> <p>Integrated therapies</p> <p>Small group classroom activities transfer to pla field trip</p> <p>Transfer from IEP goals activities/lesson plans</p> <p>IEP</p> <p>MAPS Process</p> <p>Transition plan</p> <p>Utilizes community support agency (Regional Center Vocational Training Center etc.)</p> <p>Planned activities that stimulate areas of student interest</p>

RS	LH/MM	SH/MS	
Assist gen. ed. teachers to isolate the key elements of the lesson and build in modifications prior to instruction	The IEP process and all the components listed in the above objectives...	Everything we do	Teacher and aide modify the students are working on necessary, high achieving engaged in extending works with other students
Plan lessons and team teach with general education teacher	Secondary: Use of instructional aides to facilitate group and individual needs	Instruction based on informal and formal assessment	
Review and interpret outcomes from assessments	Collaborate with non-public schools or outside agencies to provide resources to address individual student unmet needs	Collaborating with general education teachers and other service providers	Quantity of work modified on an individual basis
Review gen. ed teachers assessment prior to the introduction of unit of study/curriculum to determine areas of instruction/potential difficulty	Allow opportunities for the IEP to be reviewed and modified as appropriate and necessary	Modifying instructional material	Students are given visual to learn new material (e.g. center, video, computer instruction, etc.)
Use of alternative test forms to check for mastery of subskills		Peer Supports	Substitute social lessons when behavior is a concern
Collect data to determine effectiveness of instruction		Cues and prompts utilized to guide student learning and responses	Analyze on-going assessment (CBM) to adjust instruction

ASSESSING STUDENT LEARNING
5.1 Establishing and communicating learning goals for all

RS	LH/MM	SH/MS	E
Elem: Annual, triennial, and otherwise scheduled IEP meetings Parent-teacher conferences with general ed teachers Collaboratively developed report cards/progress reports; Regularly scheduled consultations/meetings with general ed teachers; Progress reports as required by special ed regulations Give copy of IEP to regular ed teacher with log Give general info sheet (with typical accommodations to use while student is in general ed class) to individual teachers regarding special ed students assigned to them (confidential information to be kept in a secured place) Sec: Standard or goal the class is working on posted Create a syllabus Pretest before instruction to determine students' level of competence	Correlate IEP goals and objectives with district and state standards and curriculum Families are part of IEP team which develop goals/objectives Develop IEP goals that reflect subject matter, individual needs, district and standards to the extent possible Data keeping as indicated in IEP goals, and use formal and informal techniques/scores Secondary: Differentiated rubrics	IEP drives instruction Class schedule identifying opportunities to meet IEP goals Notebooks and data logs Communication with parents Working with other service providers, and general education teachers Teacher conferences to discuss progress (general education teacher and parent) Modification of standards to meet IEP goals	Lessons plans district academi and explicit so IEP goals Goals based on are discussed a with the IEP te Goals are deve written based u needs as reflec analyzing stud other assessme Progress towar are reported to throughout the noted in IEP

RS	LH/MM	SH/MS	
Elem: Formal and informal non-discriminatory assessment and evaluation (e.g. observations, interest inventories, interviews, review of records, work samples, portfolios, curriculum-based assessment, running records, criterion-referenced assessment	Assessment the concluding part of an activity (e.g., student response sheet, activity completion - based on student developmental/ability level, completion of activity)	Use of portfolio to assess students (work samples, videos, photos, etc.)	Utilize rubric appropriate
Ongoing program-specific pre- and/or post-tests)		Adapted rubrics	Use classroom informal assessment document progress and social area
Assessment in the student’s primary language, administered by appropriately credentialed personnel	Modify curriculum to meet IEP goals using formal/informal assessment	Opportunities for skill generalization in multiple environments	Use timed real assessment growth documentation
Sec: Use assessment strategies to assist students with reflecting on their work and personal goals (e.g.: Portfolios, rubrics, editing each others works, feedback letter to teacher)	Student use rubrics modified		Use portfolio work samples progress
CBA: Test materials developed by the teacher based on a task analysis of the curriculum	Student keeps graph, score, checklist of completed work		
Use of alternative test forms to check for mastery of subskills	Reflective discussion with students at their developmental/ability level		
CBM strategies: use of a system that repeatedly tests entire curricular domain rather than subskills	Secondary: Teacher leads student reflection on student assessment results		
Use of regularly repeated assessment to check that students are continuing to progress			
Use of portfolios, based on authentic, real life tasks, to show growth over time and student’s abilities			
Direct measurement of student’s performance in real life or simulated situations			

RS	LH/MM	SH/MS	
Elem: Use of rubrics, peer editors, student-teacher/conferences, self-editing/proof-reading activities	Use IEP goals/objectives/benchmarks to guide instruction	Self reflections (oral, written, and portfolio samples)	Ne pl ne
Appropriate questioning techniques	Use of informal/formal/measurements as noted in IEP	Self monitoring of growth via reinforcement systems (charts, card systems)	Re th im th
Mini-lessons	Observation documentation of specific activities	Student/teacher conferencing	St ac so pr
Modeling, meta-cognitive reflections (e.g. Think Alouds)	Use behavioral assessment (are students sitting, behaving, paying attention) to finish or modify activity Use remedial curriculum that revisits content	Student interest inventory	
Sec: Frequently uses a variety of assessment instruments and strategies which reflect expected learning outcomes	As per IEP guidelines, review IEP goals/objectives		
Use of student input in assessing and interpreting their own learning	Secondary: Students assess themselves in meeting the IEP goals to measure and articulate progress (difficult issue is developed in potentially needing to revise the IEP)		
Provides models of proficient performance	Student involvement in the IEP process		
Gives adequate range of examples	Maintain language of the document on page 28 and add as pertaining to the IEP		
Use of portfolios, based on authentic, real life tasks, to show growth over time and student’s abilities			

RS	LH/MM	SH/MS	
Elem: Assessment results are linked to IEP goals and objectives and instruction	As per IEP guidelines, review IEP goals/objectives	Student interest inventory	Daily logs, in parents and st
Lesson plans designed that reflect attainable goals	Documentation of all family, other audience contacts using appropriate IEP forms	Revision of instructional plans	Documented positive and n
Assessment results communicated to general ed teacher		Adapting core curriculum to meet assessed student needs	Inform site ac progress of th classroom in
Instructional aides informed of assessment results and use outcomes to make decisions regarding instructional approaches and materials to be used	Use IEP team meeting notes to document changes and requests Communicate, in writing, information to specialists and family		Post daily ag district standa
Sec: Incorporates multiple assessment strategies routinely incorporated into long term lesson plans	Secondary: Students self monitor against a check or task list		Agendas for p
CBA: Test materials developed by the teacher based on a task analysis of the curriculum			
Pretest before instruction to determine students' level of competence	Involve parents involved as partners in the DEVELOPMENT OF THE IEP		
Use of alternative test forms to check for mastery of subskills			
CBM strategies: use of a system that repeatedly tests entire curricular domain rather than subskills			
Use of regularly repeated assessment to check that students are continuing to progress			
Collect data to determine effectiveness of instruction			

RS	LH/MM	SH/MS	
Elem: IEP Meetings Back-to School Night Regular progress reports Open House Home visits (when possible) Regular newsletters Maintenance of communication logs including phone calls and notes home Student-teacher conferences; parent-teacher conferences; Release of Information form is signed when applicable (such as for observations and discussions with outside specialists/parties – doctors, therapists, etc.); Sec: Log of communication to parents and students about student progress and performance through the use of e-mail, class-home page, homework hotline, communication journals System for maintaining information on student progress Use of portfolios, based on authentic, real life tasks, to show growth over time and student’s abilities	Use of formal and informal assessment using assessment plan protocol Use teacher made tools, observations, etc and document all evidence gathered Use of information and assessment information from DIS staff, other involved professionals with documentation Evaluations based upon the completion/meeting IEP goals/objectives Collect work samples; document in variety of methods the results of learning on a routine basis. Collect data and information (e.g. unusual event and/or changes in students skills, abilities, behavior, and medical situation.) Secondary: Annual and tri-annual IEP Review Regular progress reports home Regular collaborative meetings or communications with non-public agencies, nurses and other school personnel	For Elementary and Secondary IEP meetings Data collection Back to school night/open house Teacher conferences Telephone calls to parents Certificate of achievement Report Cards Parent communication log Daily progress reports Articles in the school paper Achievement cited in school year book	Portfolio/fi work Use of rubr Points earn sheets to m achievement show patter Daily work Displayed s Reflection concerns w IEP